

COURSES IN EXTENSION EDUCATION REPORTED BY
STATE REPRESENTATIVES AT SOUTHERN REGION CONFERENCE ON
PRE-SERVICE AND GRADUATE TRAINING FOR EXTENSION PERSONNEL

Knoxville, Tenn., May 16-17, 1952

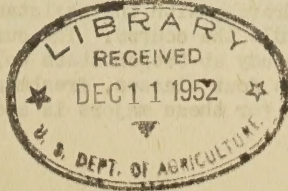
Eleven Southern States were represented in the conference: Kentucky, Georgia, Texas, Louisiana, Tennessee, Alabama, Mississippi, Florida, Virginia, North Carolina, and Arkansas. In addition Director Frank Peck, of the Farm Foundation, Dr. D. H. Morgan, of Colorado A. & M., Mr. W. B. Wood, of Ohio, and the committee members of the Land-Grant College Association Senate Committee on Pre-Service and Graduate Training for Extension Personnel represented the three other regions and so related the discussion in part to plans and problems in the training program throughout the Extension Service.

A review was given of the courses now being offered in each college represented at this meeting. State training leaders distributed course outlines and described special features which they are developing. The high points of the pre-service and graduate training opportunities described by the representatives from each State follow.

Southern Region

Kentucky offers one course entitled "Lectures on Extension Methods," carrying one credit. It is open to both men and women and is taught by Associate Director Bryant himself. It does not include field experience for students, neither does it include advisory service to the students in regard to other course opportunities which extension recommends for its prospective personnel or to openings in extension work.

Louisiana, under the direction of C. W. Davis, organized four courses of 2 or 3 hours' credit each, one of which is a graduate course for extension specialists. A master of science degree in agricultural extension education is also offered, which will graduate two students this semester. The general agriculture curriculum of the university is designed to train generalists, following the recommendation of the Joint Committee Report (of the USDA-Land-Grant College Association Committee). The general agriculture curriculum is not available to home economics students, but extension administrators like to have prospective county agents take this work in their junior and senior years. There is advisory service given to students interested in extension work. The courses carry no field work, but after graduation and before county assignments are made, personnel selected by the district agents for extension employment are sent to the experiment station in that part of the State to which they will later be assigned. The student remains at the experiment station for 3 months and is under the general direction of



the district agent and the specific supervision of the experiment station director. While at the experiment station he is paid \$200 per month. The district agent plans with the experiment station director the work to be assigned to the trainee. Part of the trainee's work is to prepare an agricultural handbook for his own use, which is approved by the district agent. Following the experiment station experience, the trainee is sent to a trainer county for 2 weeks' work as an assistant county agent. In the trainer county he is given an outline for his guidance in this induction training period.

Georgia is offering for the first time this spring a course in agricultural extension open to men and women. It is called "Agricultural Extension Organization and Procedures." This is an introductory course and is under the direction of J. W. Fanning.

As part of the general agriculture curriculum, undergraduate students with this major, between the junior and senior year go into the field to get practical experience. The following year as seniors these students have their second course in extension work. This course consists of discussions and demonstrations given by 25 extension workers, including specialists, supervisors, home demonstration agents, and county agents chosen by the Dean's committee. Mr. Proctor, of Agricultural Economics, serves as coordinator for the course. Mr. Fanning will have the responsibility in 1952-53.

For 4 years the school of home economics has had a major in home economics teaching. This includes three courses (including the above course, "Agricultural Extension Organization and Procedures") and field work. Each course carries 5 hours' credit. The field work is developed with the county home demonstration agents who supervise directly the field work. In connection with the home economics courses, both the extension district home demonstration agents and a college instructor have tried to advise with trainee agents regarding field experience.

After graduation the prospective assistant home demonstration agents serve 3 months' apprenticeship on a salary of \$225 before going into a regular assignment. If possible the college expects to have a joint instructor (college and extension) next year.

Texas has an undergraduate course for seniors and is contemplating a graduate course for men in agriculture. The course in Texas, taught by Dr. Ben Cook, is entitled "Extension Methods and Organization." It includes one day of field experience; a written report of this day's work serves as a term paper. It does not carry with it any advisory service to students interested in extension work. It includes laboratory work. One unit in the course is devoted to evaluating extension work.

Alabama has had a major in home economics extension for 18 years, but no such program has been developed in agriculture. Two resident staff members, Dean Spidle and Miss Thelma Graves, with the assistance of the extension home demonstration staff, handle the course. The curriculum was worked out by Dean Spidle during her study at Oregon State College. This year there are 25 majors enrolled in the four classes, freshman through senior. The home management practice work for these majors is spent in a rural home management

house. A "live-at-home" program is developed by the students in residence at this house. This includes the planning and management of a garden, the feeding and care of a dairy cow, and caring for a flock of chickens. The college has to provide only 1/3 as much in operational funds for this house as for the other home management houses on the campus.

A field course in the last quarter is worked out for each student by the home economics staff and the home demonstration district agents. This course carries 8 hours' credit, requiring the student to lose 10 hours' credit in that quarter which she must make up by taking a heavier schedule in some other term or an additional quarter of work some year. The field work is supervised by the district agent and the home demonstration agent who serves as trainer agent. A report is required of the student covering her field experience. The student earns \$80 a month during the quarter she is in the field; the trainer agent receives no extra salary for supervising the student while she is in the county.

North Carolina has two courses open to juniors and seniors in agriculture, both under the direction of Fred Sloan, of the extension staff. The winter course is called "Rural Adult Education." In this course the heads of various agricultural agencies in the State are invited into the class to explain the purposes and methods of work of their agencies. The head of the agricultural experiment station also is invited to discuss with the students how agricultural research is planned and conducted. Both this and the second course, "Principles and Techniques of Extension Education," carry graduate and undergraduate credit. The second course is taught entirely by Mr. Sloan. About 40 percent of the students in these two courses go into extension work. The problem is that all of the vacancies do not occur just at the time that students are graduating; extension loses some of these students because of this timing difficulty. The district agents say that those agents who have had the extension courses get off at a faster start than the other agents do. No one from North Carolina was present from the home economics department.

According to Mr. Sloan there is very little extension emphasis in pre-service training for students in the schools of home economics in the State.

Florida.--Dr. P. H. Senn reported on the pre-service training program at the University of Florida at Gainesville. The home demonstration work at Tallahassee was not represented. Dr. Senn stated that an Extension Methods course was set up at Gainesville before the war. A number of people contributed as staff members. A better plan has been developed since the war. There are three courses in agricultural extension work. There is a Rural Leadership 3-hour credit course at the undergraduate level. A program of work for the home county is the term paper for this course. The second course, also at the undergraduate level, is entitled "Agricultural Extension Youth Programs." A program of work for the county 4-H Clubs is the term paper in this course. The third undergraduate course is one in Rural Organization and Programs. This deals with the functions of agricultural extension and other organizations and agencies.

Florida has a curriculum in general agriculture which is the major prospective county agents are advised to take. Leadership, Speech, and Agricultural Journalism are required in the general agriculture major.

Graduate programs at Florida are offered for work leading to a master of science degree in agriculture with a thesis and a master in agriculture degree without a thesis. Thirty-six hours are required, 18 of which must be for graduate students only. There is an oral comprehensive examination.

Professor Hampson is assigned for two-thirds of his time to extension and one-third to resident teaching. He counsels with the 25-30 students who come back for work each year.

Mississippi.--Mr. H. J. Putnam is in charge of the training program at Mississippi State College. The extension training program applies only to men, as there is no home economics work at Mississippi State. The home demonstration agents generally take their pre-service education at other State schools.

The agricultural administration curriculum recommended for prospective extension workers, both graduates and undergraduates, was started 12 years ago. This curriculum gives more emphasis to the social sciences. One course in extension work is offered to juniors and seniors as an elective for agricultural majors; 17-29 students are generally enrolled any given year. The district agents who recruit personnel prefer to employ those who have had this course. They have tried field experience, giving six semester hours' credit for this work. They paid \$100 a month but do not now have the field work because of a shortage of funds.

On the graduate level there is a degree major offered in agricultural extension. It is 4 years old; five students have taken the graduate course. Work in this field is not a part of the college of education but of the college of agriculture, although vocational agriculture education is in the college of education. An effort is made to adapt the course to the individual students.

On the graduate level a 3 weeks' summer school course, held in June, is required of all new professional employees and is open to experienced workers not required to attend but who want graduate training. For new workers it is called an orientation course. When to require that a new employee take the orientation course is a problem, whether before or after some experience in the field. The summer school work is distinctly a course in Extension Education. In the morning, for example, methods are emphasized, with Mr. Putnam making the presentation; in the afternoon the specialists take over. This summer school program includes three courses--Methods, Evaluation, and 4-H; each student takes one course.

In recent years enrollment in the summer school courses has dropped from 100 to 50 students, as the agents are not now so interested as they were just after the war. In the past the administration had obtained General Education Board money for out-of-State instructors; this financial assistance has been discontinued.

Arkansas.--Dr. Joe E. Vaile reported for Arkansas. He indicated that the College of Agriculture in the University of Arkansas had a foundation curriculum (30 hours) without majors, both in agriculture and home economics. This gives the student a chance to select a diversified course that is shaped to fit his or her choice of extension, teaching, or industry as a profession. In agriculture Dean Hudson teaches juniors and seniors the "agency picture pretty much as described in the North Carolina course." He brings in representatives of various agencies and extension workers at all levels. There is some field work after the agricultural administration course in the junior year. As seniors the students generally get into agricultural education courses, which cuts down the number who go into extension.

At the request of the district agents and specialists, the graduate council set up requirements for a degree in agriculture for the county agents. This is called a master of science in general agriculture. Two county agents have completed it; three are now taking it. This requires residence work. Agents take leave or may have to resign while taking the graduate program. For this degree the graduate students take subject matter in at least four departments of the college, a maximum of 9 hours in any one. A thesis is not required, but a problem is worked out. The students get psychology, sociology, and educational methods in addition to subject matter. The committee allows application projects which fit the needs of the students' work.

Virginia.--Dr. W. E. Skelton represented Virginia at the conference. He indicated that all the Virginia extension training courses are at the undergraduate level. The course for men, "Extension Organization and Policy," is taught by the agricultural economics department. Kelsey and Hearne's book "Cooperative Extension Work" is used as a text. The agricultural majors are all dairy, animal husbandry, agronomy, and the like; there is no general agriculture course.

For women technical home economics work is done at Virginia Polytechnic Institute also. Other courses are at Radford. In the junior year the women taking extension courses are offered a methods course with summer field experience of 6 weeks as an assistant to a home agent in the field. As seniors the women take Extension Organization and Program Building in the final quarter. After graduation they are placed in training with an agent for 3 months. These courses, field experience, and induction training programs for women are under the direction of Miss Maude Wallace and the district agents.

Preference is given to V. P. I.-trained personnel.

In order to keep in touch with students who might go into extension, the 4-H Club group on the campus is made a definite responsibility of the 4-H Club staff. This group not only brings fellow students into touch with the extension staff, but also arranges special forums and other educational experiences for all the students on the campus.

Tennessee.--Miss Claire Gilbert is in charge of the training program for home economics students in Tennessee. There is no such work for students in agriculture, all the undergraduate and graduate extension training being for women students.

A guidance course is provided for women students in home economics during the sophomore year. Miss Gilbert is the counselor for girls going into the extension major. By this means extension workers make a contact with the prospective agents and can keep in touch with them from then on through the years of college. The extension majors meet once a month with Miss Gilbert at lunch, at which time other extension workers can get acquainted with the prospective extension agents.

In the home demonstration methods courses, a variety of methods are used, and field experience is provided. For this course in field work a week is devoted to organization and planning at the university, and then 8 weeks are spent in a county, after which the students return to the university for evaluation. Fifteen hours' credit are allowed. District agents are instrumental in selecting counties for field experience, but Miss Gilbert supervises the work directly in the field, traveling some portion of her time to each county to place the student and to check with her as her training progresses. Thirty-three girls have taken this training.

The graduate level course is under three plans:

1. A course for those going back into the county. It is advanced work fitted to the need of the individual student. No thesis is required.
2. A course in methods of extension education.
3. A preparatory course for work as a specialist. This consists of a major in the field of her choice with a minor in methods. The minor includes three courses--History and Philosophy of Extension, Program Planning, and Evaluation.

Other Regions

Mr. W. B. Wood, of Ohio; Dr. D. H. Morgan, of Colorado A. & M. College; and Dean V. E. Kivlin, of Wisconsin; Dean C. W. Jones, Cornell; and Miss Ruth D. Noer, of West Virginia; the latter three representing the committee, summarized briefly the work under way in their States.

In Colorado T. Guy Stewart, an extension supervisor, gives one-third of his time to resident instruction. Two courses are offered, with 3 quarter credits each. There is no field training. There is no special curriculum with an extension major for undergraduates in the college, but Colorado gives and accepts credit for the 3 weeks' summer school courses for extension workers. There are three options for the master's degree (for men and women), two of which do not require theses, but papers on a problem basis.

Ohio.--Mr. Wood reported that home economics at Ohio State University is a part of agriculture, but home economics extension has its own program of training separate from agriculture; however, only a part of the agents have this training. (In Ohio 37 colleges teach home economics.) There is an organized curriculum in home economics for extension majors. Miss Fanchon Warfield is in charge of the work, which consists of a course and field experience during the junior year.

In agriculture, Ohio does not have an agricultural extension or a general agriculture curriculum, but requires 25 quarter hours' credit in humanities for graduation. The largest number of agents come from vocational education. The university may organize to give all agricultural education majors interested in extension a course dealing with a practical problem through field experience. There are two undergraduate courses now with 60-70 enrolled each quarter. The problem is that not enough students go from these courses into extension. There is no graduate work in agricultural extension, but this July the second course, one at graduate level, will go on as a workshop to be directed by Mr. O. C. Croy, of the Ohio State extension staff. This summer course will emphasize program building and evaluation. Before he is employed by extension, each individual must attain a 2.5 credit at the graduate level because of the liberal graduate leave privilege.

Cornell.--Both an undergraduate and a graduate program in extension education are offered at Cornell. Graduate programs lead to master of science, master of science in education, doctor of education, and doctor of philosophy degrees. Students majoring in technical subject-matter fields may take minors in education while those majoring in extension education may take minors in some technical field. The extension education work is under the direction of Dr. J. Paul Leagans.

West Virginia.--One person, an extension district agent, is employed and paid part-time out of resident teaching funds to teach two undergraduate, 2-hour, courses in extension. Some of the State extension personnel help with the course. There are no graduate courses. The two courses, one each semester, are Extension Philosophy and Organization and Extension Methods. Ten or 15 students enroll each semester. There is no field experience; both courses are electives, open to men and women. After employment there is a 3-month apprentice training program, but it is not in connection with these courses.

Wisconsin.--Wisconsin has an opportunity for graduate as well as undergraduate study in agriculture and home economics extension work. Credit is allowed on a graduate degree for work at the 3-week summer schools. There is a committee of four staff members for those graduate students with majors in extension. They plan the student's course with him and help him evaluate his work at the end of his period of study. Details of the course work are described in a printed folder.

